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virtue is *convenienter naturae vivere*. So we students of the Classics, by contemplating the beauty and order, the logical clearness and accuracy of the ancient classical tongues, should arrive at the doctrine, to be exemplified always in practice, that beauty, order, niceness, logical clearness, fineness should mark all that we write or publish. C. K.

### AIDS IN TEACHING CAESAR<sup>1</sup>

The struggle for success in teaching Caesar often reminds me of Edison's definition of success in life, when he says it consists in 2 per cent. inspiration and 98 per cent. perspiration. We all know about the perspiration, but the inspiration may not come so easily. Yet if our boys and girls are ever to come out victorious from grappling with Caesar's ablatives absolute, laying siege to his gerundives, and fighting the barbarian subjunctive to a finish, they must be given, somehow or other, a little of the courage and enthusiasm that Caesar inspired in his soldiers. How easily this could be accomplished if the pupils could only see in the text what the old Roman saw—a moving picture of thrilling dramatic action, where the tramp of soldiers' feet, the cry of battle and the shout of victory could almost be heard! But they seem to think there is nothing to be evolved but an endless confusion of camps, marches and grammatical constructions. Even when one tries to get a little spirit into the work, and has at last succeeded in arousing interest, some member of the class suddenly falls sprawling into a grammatical pitfall and all progress is stopped. In fact the boys and girls are so continually being worsted in hand to hand conflict with almost every part of speech, that anything more than drill in forms seems hopeless.

Yet some time ago I determined that if anything could be found to create an interest and lessen the drudgery, I would find it or die! And after various experiments I discovered a few practical aids that I could get time for, which I will explain and then show some slides in illustration. Since one of the great difficulties of the Caesar year is lack of time, let me say in passing, that I have found in my class that a short lesson definitely assigned and well learned pays, for it both encourages the pupil and also gives time for sight reading, or for study in class on the next lesson, when the outline of the story can be seen, difficulties pointed out, and careless methods of work corrected. And since the knowledge of Latin a pupil has really amounts to only so much as he has power to use—constituting his tools, as it were, for future work—this class-study seems to me especially valuable.

Perhaps this paper should have been entitled Prep-

arations for Studying Caesar, for a great deal of interest can be aroused, I find, during the first year of Latin, and it is here that I count on making real progress. I start with my girls in the beginners' class and make them an offer. I say to them "Which is your hardest day?"

"Thursday!" comes the answer in a chorus that leaves no uncertainty.

"Very well", I say. "Now if you will give me fifteen minutes on Wednesday afternoons after school, I will assign you no lesson for Thursdays".

With true American scent for what appears to be a good bargain, they accept my offer.

This seemingly perilous experiment I work out as follows: the Thursday class, with no preparation, is regarded as a study period where teacher and pupils together do advance work, to be recited as review the following day. In this way no time is lost in class work, and the bad habits of study mentioned before can be replaced by better.

In the fifteen minutes they give me on Wednesdays, I read to them during the first semester, what they are pleased to call a story. It is on Roman life, with a few characters strung together for a thread of narrative. The scene, laid in the home of an old Senator of the late Republic, and the story opening with the scurry of slaves in the morning, cleaning the house as the first beams of the sun strike the statue of Jupiter in his great quadriga on the Capitol, take them into a Rome full of life. They follow the old Senator and his friends to the Forum, the senate, the chariot-race and the bath; they see him reading and writing in his library, giving a banquet and attending the funeral of one of his friends.

This glimpse seems to surprise the girls into realizing that the Romans really did eat and drink, get excited and grieve just as we do to-day. I clinch the subject by asking the English department to let the girls write some of their compositions on the Romans, a request that is always most cheerfully granted; and I find that the experiment of only four prepared lessons a week, arranged on the plan I have mentioned, seems to produce only favorable results.

The second semester I take up Caesar and his army. On the first Wednesday I explain the political situation at Rome in the time of Caesar, a period which they will not yet have reached in their Roman history, giving it of course much condensed and in one-syllable English. The second week I take up Caesar, trying to make them see his wonderful personality, the man who could be one day a fashionable elegant at Rome, and the next take forced marches and sleep on the cold damp ground, a hardy soldier; at one time planning with that keen, far-sighted brain the kingship of the Empire, at another, rushing like a common soldier into the thick of the

<sup>1</sup>This paper was presented at the Second Annual Meeting of the Classical Association of the Atlantic States, at Washington, D. C., on April 25, 1908.

fight, or with a single brief speech changing a panicky army, terror-stricken at the reports about the ferocious Germans, to enthusiastic legions wild with desire to get at the enemy.

After this comes the army, its officers, soldiers, marching, fighting, and camp-making. And here the work of the girls comes in. A proposal to make some spears and shields usually meets with generous response. If not, the suggestion of a Latin Club to meet some Saturday morning generally accomplishes it, especially if the magic word refreshments is mentioned, or, in extreme cases, a club-pin. With a little oversight much may be done. Swords can be cut from a piece of soft pine according to a good pattern—and there are almost always two or three girls in a class able to use tools without cutting off their fingers. A spear can be made from a clothes-pole or even an old broomstick, plus a long tin horn, the mouthpiece of the horn being magically transformed by a tinsmith into a fine spearhead. The shield, with a frame of two strips of lath and the hoops of a sugar barrel—for we do not try to make it of solid wood—is covered with brown cardboard, cambric, or canvas to represent leather, the metal rim and thunderbolts of Jove being represented by gold paper. Helmets of canvas lined with felt are covered with black or brown paper, and those of the officers decorated with a crest of horse hair if available, or of red or black feathers. One of my girls this year furnished an old red ostrich plume, which, although it may not have been quite correct historically, certainly made a very grand appearance. One can have a battle-flag of red silk with fringe of raveled cord, topped by a cardboard eagle covered with silver paper; or a standard of the manipule with all of its queer designs either in wood or cardboard, fastened on to a long pole; but, more than all, a knapsack with real wheat in a real bag, a real blanket, two rampart stakes and a cooking-pan, make one almost feel one can hear the trumpet order to march.

Best of all, however, the girls enjoy dressing dolls like Roman soldiers. Slim, dark-haired, jointed dolls can be bought anywhere for twenty-five cents. Usually boy-dolls may be found; if not, the others with hair cropped and a few masculine wrinkles painted in make good subjects. Then comes recourse to numerous mothers' piece-bags, shops are ransacked for colored papers with which to decorate clothes and armor, book-straps and old kid gloves are produced for sandals—and these things combined with a little ingenuity soon furnish Roman generals, lieutenants, soldiers of the legion and light-armed aids, which, though they may not look as if they had just come from a military tailor, still inspire great admiration in the hearts of their makers.

During the last part of this first year of Latin, we do what connected reading we can from an ab-

stract of the Helvetian War. In such a narrative, the principal characters, freed from the detail that surrounds them in the text, stand out boldly. Orgetorix on his treacherous mission, with his appearance as a mighty noble at the trial and his probable suicide, Dumnorix making trouble for his unoffending brother, and Labienus, the trusty lieutenant, soon become well-known acquaintances and call forth a lively interest. At the beginning of this work we paste outline maps of Gaul inside the back cover of the text-book, and fill them in with rivers, tribes and towns as we meet with them. This and the comparison of the number of the Helvetians to the population of some city that they know seem to make the situation fairly clear to the class. I ask them, for instance, to imagine what it would mean to us in Baltimore, to have the whole population of Washington, men, women, and children, and 40,000 more, swarming across our hills and fields. In such a way, they see what the migration of so great a host meant. To avoid such startling translations as "on the next day Caesar marched five thousand miles", I ask the girls to pace a mile in their walks. True, I get distances varying from one-fourth to three-fourths of a mile only, for like Ascanius, they trot along with childish steps, but I find it likely to fix the idiom. And when toward the end of this first year, I have finished with the army, I take two of the remaining Wednesday afternoons to read them the story of the Helvetians and Ariovistus from that wonderfully fascinating account in Holmes's *Caesar's Conquest of Gaul*. The outline of the story, taken thus, seems to give them an impetus, for they take up Book I of Caesar at the beginning of their second year with interest. The indirect discourse in this book we translate to the class at first, coming back to it for study later, which accomplishes the double purpose of giving them the difficult work when a little better prepared for it, and keeping the story moving rapidly enough to sustain interest.

When we begin to read of Caesar's making camps, we follow the plan of the boy in Mr. Squeer's spelling class, who when he had spelled c-l-e-a-n, clean, w-i-n, win, d-e-r, der, winder, went and did it. When we study about camps we go and make one. A moulding or drawing-board furnishes a good foundation; trench and rampart are made of clay, with small whittled stakes, wall and gates of cardboard (if we are representing a permanent camp), tiny tents of brown paper, one tent representing the position of each cohort—and the camp is done! Some of it can be made mornings before school, by those that live near, a bit at noon by some that stay for lunch, as, for instance, the little tents which take but two or three minutes each. In fact a great deal of this work can be done without much effort, the harder parts being relegated to some Saturday mornings or the short vacations.

When we get to the thrilling account of the Nervii, we make, after school, a sand battlefield. The first time we did this, the only sand available was from a large flower-pot, the Sabis river was of powdered chalk, and the woods of bits of hemlock twigs; but the little match-stick soldiers, painted red for the Romans and green for the enemy, charged and retreated under their tiny flags and standards none the less bravely.

The sea-fights with the Veneti can be explained by a sand map of the coast with its long, low-lying points, where the Veneti escaped Caesar by skipping so nimbly from one to another; and toy boats to which have been added boat-hooks and boarding-bridges, when floated in a pan of water, show clearly the way in which Caesar at last outwitted the enemy.

The interest with which the girls flock in early to look at these things, and the pride they take in their part of the work surely pays for the little effort of all concerned. These are some of the aids I have found it possible to use, not at all as substitutes for the unceasing work in forms and translation so necessary during the first two years, but as an outside means of arousing interest, something to furnish, as it were, oil for the wheels<sup>1</sup>.

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### THE SAALBURG COLLECTION<sup>2</sup>

Washington University has recently come into possession of one of the most interesting portions of the admirable educational exhibit of the German Empire at the late Exposition—the collection of models of the Roman fortified camp Saalburg, near Homburg, Germany, and the reproductions of the armor, tools, implements, articles of dress and the many other objects found during the excavations which have been conducted there during the past thirty years. The Praetorium of this camp has been reconstructed by order of the present Kaiser, and converted into a museum. It was for this museum on the site of the Saalburg that the collection was originally prepared under the direction of L. Jacobi, who had had charge of the excavations and is now director of the museum. The interest evinced in the collection by several prominent Americans induced the Kaiser to send it to the Exposition as a part of the German Educational Exhibit and to delay its installation in the Saalburg until after its

return from St. Louis. Through the generosity of Messrs. Adolphus Busch and Robert S. Brookings, it was purchased from the German Government for Washington University, and a duplicate set will be made for the Saalburg Museum. The University has therefore the rare good fortune to possess a collection unique in this country, and with only one counterpart in the world. The exhibit has been installed in the west room on the first floor of the Library Building, and is now open to the public.

The following account of the Saalburg and of the line of fortifications of which it formed a part has been prepared with the object of giving to the readers of the Bulletin in brief compass the topographical and historical setting and such other data as may serve to explain the significance of the collection. What follows is based upon the two-volume work on the Saalburg by L. Jacobi<sup>3</sup>, the Curator of the Saalburg Museum.

It has been pointed out by Mommsen in connection with the history of the Roman Empire that while we have a detailed account of each of the Roman Emperors, the real history of the Empire as a whole has never been written; nor can this history be written from the literary sources alone. For the greater portion of any true account of the development of any given province of the Roman Empire, we are dependent upon the story told by the monuments, and by the ruins which have escaped more successfully than written history the mutilating hands of time. In the history of the provinces of Britain and Germany in particular, which were on the outskirts of the Roman world, is this kind of information extremely important.

Among the monuments of Germany which tell a story not to be gleaned from written books, the most extensive is the Roman Limes, or, as the Germans call it, Pfahlgraben, the line of fortifications, which for 336 miles formed the boundary between Romanized southern Germany and the still barbarous tribes of the north. This frontier line is still traceable through its entire length, from Nieheim on the Danube to Hoenningen on the Rhine. It consisted of two sections. The first or Rhaetian section, built of stone masonry of about seven feet in height and three feet in thickness, extended westward from Nieheim on the Danube to Lorch, between Aalen and Stuttgart, a distance of 108 miles. The second section, the Limes of upper Germany, was 228 miles long. Starting from Lorch, it ran in a northwesterly direction to Miltenberg on the Main. From Miltenberg to Gross Krotzenburg, near Hanau, the Main formed the boundary. From this point the Limes extended northwards until it crossed the valley of the Wetter; then with a turn to the southwest it

<sup>1</sup>The slides used in illustration were: an ancient Roman house, temple, street, a restoration of the Forum and of the Circus Maximus; Roman and Gallic soldiers, Roman sandals from the Museum at Saalburg; Gallic swords from that of St. Germain-en-Laye; Caesar's battlefields; and the restoration of the Roman camp at Saalburg.

<sup>2</sup>This article is reprinted from *The Bulletin of the Washington University Association*, Washington University, for 1905, pages 129-136. Information concerning this highly interesting and valuable collection seems not to be as widely disseminated among classical teachers as the importance of the collection would warrant; hence this reprint.—C. K.

<sup>3</sup>*Das Roemer Kastell Saalburg*, by L. Jacobi, member of the Limes Commission.